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ABSTRACT

This paper describes a model providing a framework through which communities can work to meet the critical shortage of adequate quality child care facilities and services in rural as well as urban areas. This CETA program model, called the Fresh Start Approach, offers skills training and supportive services to economically disadvantaged women within the Worcester, Massachusetts, Manpower Consortium area who wish to become child care aides in schools and centers. Following an introductory chapter discussing the rationale for developing such a model, the approach is described in terms of objectives, design and activities, the characteristics of the Worcester Manpower Consortium as a prime sponsor, the grantee, participants' characteristics, the training cycle, and use of the model. Related materials corresponding to each of the above issues are appended. (MP)

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Training for Child Care Work: Project Fresh Start

A CETA Program Model,
Worcester, Massachusetts

U.S. Department of Labor
Office of the Secretary
Women's Bureau
1979

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International Year
of the Child 1979

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Training for Child Care Work: Project Fresh Start



A CETA Program Model,
Worcester, Massachusetts

U.S. Department of Labor
Ray Marshall, Secretary
Women's Bureau
Alexis M. Herman, Director
1979

FOREWORD

This publication, which describes a program for improving the competencies of child caregivers, is presented during International Year of the Child--a time when Nations around the world are focusing on the needs and rights of children. One important area of concern in this country is the need for adequate child care services, especially in light of the unprecedented numbers of mothers entering the work force and the fact that many of them are single parents.

Working parents must depend upon a variety of child care arrangements for infants, toddlers, and school-age youngsters; for before and after school as well as emergency and other care; at centers as well as in their own or someone else's home. Their children are exposed to a wide range of caregivers--some skillful, warm, competent, and friendly; others ill-prepared for the challenge and obligations they assume in offering such care.

Many of these parents are bearing the multiple responsibilities of homemaking, childrearing, and contributing solely or substantially toward the family income and stability. Their ability to function successfully in these roles, or to prepare themselves for economic independence, requires at the least establishing an alternative to the full-time care and supervision of their young children.

Our concern with the situation of women whose upward mobility and earning potential can readily be disrupted by the problems of inadequate child care is matched by our concern for the well-being of children, the nation's most important human resource.

This model focuses on preparing people to enter child care work, particularly where there is an opportunity for unsubsidized jobs and economic stability. With suitable training for the crucial, demanding job of child care worker, the individual choosing this occupation can become a more effective deliverer of services in all modes of care, can improve opportunities for personal advancement, can develop a sense of professionalism in relation to the tasks performed, and can produce a positive impact on the family and its interpersonal relationships.

Alexis M. Herman
Director, Women's Bureau

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In preparing this publication, we have depended upon many people who generously gave of their time and knowledge, and enthusiastically shared in this effort. We are particularly indebted to the Worcester Manpower Consortium and to their CETA Director David O'Toole, whose concern for the special needs of women led to the project; to Margaret Manoogian, Skill Training and Improvement Counselor, whose assistance and cooperation throughout facilitated our site visit and provided the essential ongoing liaison relationship; to Iris Egan, Chairperson of the Consortium's Manpower Planning Council; and to Stephan Willard and Dolores Vartanian of the CETA staff for their assistance with the on-site review process.

We wish to acknowledge the help of Eleanor Strapp, Executive Director of the Worcester YWCA, and the staff of the project. Our appreciation is extended to Program Director Sally Teveen, whose skills and abilities were evident in the translation of the design of Project Fresh Start, and who provided the documentation essential to this model; and to Assistant Director/Counselor Patsy Lewis, Instructors Kim Bellio and Amy Fisher, Job Developer Evelyn Halpin, and Rosamond Perro for the materials each so ably shared. Child care agency Directors Lois Baker, Living and Learning School, and Richard Ardizzone, Rainbow Child Care Center, enriched our observation of the CETA trainees' hands-on experiences at those centers.

Our confidence in the validity of programs such as Project Fresh Start was reinforced when we met with participants and graduates of the program. We are grateful to all of them for their expressions of satisfaction with the help they had received from the program, toward advancing their economic self-sufficiency.

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INTRODUCTION

Child Care as a Model for CETA Support

The availability of adequate child care services has a significant impact on the employability of women. This is one of the concerns that can be addressed by the Comprehensive Employment and Training Act (CETA) in serving the needs of those who are unemployed, underemployed, and otherwise economically disadvantaged. The issue of adequate child care is of increasing importance in view of changing work patterns, the participation of greater numbers of young mothers in the work force, and the increase of males (an estimated 450,000) as well as females among single parents. In 1978 more than half (52.9 percent) of all mothers were working, and about half (49.8 percent) of all children under 18 years of age had mothers in the work force. Of the nearly 41 million women in the labor force in March 1978, 16.1 million had children under 18 years of age. Some 10.3 million of these mothers had children 6 to 17 years of age only, representing nearly two-thirds of all working mothers. About 5.8 million had children under age 6, accounting for nearly two-fifths of all working mothers. Women are no longer seen only as housewives and mothers, but as jobholders and career people as well.

A record 8.2 million families are now headed by women, and about three-fifths (61 percent) of the 10 million children in these single-parent homes had mothers who worked outside the home. Regardless of the ages of their children, mothers in single-parent families were more likely to be in the labor force, even with very young children. The participation rates, for example, of never married, separated, divorced, or widowed mothers whose children were under 6 years of age were much higher (55 percent) than for those with husbands present (42 percent). (Appendix A-1) Of the approximately 29.7 million children under age 18 with working mothers, nearly 1 in every 5 was living in a single-parent home.

Types of Care

A variety of arrangements are required for the children of working parents, including provision for children with exceptional needs. The very quality of life for the family is deeply affected by the kind and amount of care available. Among 15 types of child care services identified in the 1976 National Child Care Consumer Study, the principal kinds were in-home, family care, and center-based care.

Depending upon the age of the child, parents appear to prefer a home care situation, either by relatives or a family day care provider. Federal programs--particularly for Comprehensive Employment and Training Act (CETA) clients, Aid to Families with Dependent Children

Note: This publication was prepared by Ruth G. Nadel, Division of Coordination and Special Projects.

(AFDC) mothers, low-income parents, and those eligible for special services such as Head Start--have favored group care in day care centers. Through various local, State and other governmental programs, handicapped children may receive institutional care or special services in regular settings.

The dramatic increase in the number of working women combined with the administration's emphasis on moving low-income people currently on welfare into the labor force have created a great need for day care facilities.

The need for flexible, developmental child care is in fact far greater than the supply of trained personnel available to meet the needs. With appropriate training, individuals with interests and skills in human services can be directed into rewarding careers as child care providers. The opportunity for further academic preparation leading to a Child Development Associate Certificate or similar certification and an improved occupational status can follow. More than 25 job categories, including entry-level occupations, have been identified where persons may apply the knowledge and skills obtained in child care and development, management, nutrition, home safety, and similar training. (Appendix A-2)

Given the necessary tools, a child care provider can command a decent wage and even operate independently. In addition, the management and leadership skills obtained in such training may be utilized in related jobs beginning with entry-level slots in settings that include family and social service agencies, Head Start centers, institutions, and satellite day care programs.

Selecting the Model

Child care projects supported by CETA prime sponsors nationwide were examined by the Women's Bureau for their replicability, cost effectiveness, program design, staff resources, and potential impact. Within the day care center structure, a training program developed by the Worcester, Mass., Young Women's Christian Association (YWCA) was chosen as an appropriate design for the model. Known as Project Fresh Start, it offers skills training and supportive services to economically disadvantaged women within the Worcester Manpower Consortium area who wish to become child care aides in schools and centers.

This model provides a framework through which communities can work to meet the critical shortage of adequate quality child care facilities and services in rural as well as urban areas. Presented are details of the Worcester program which include classroom training, "hands-on" work experience, and a number of services to the clients, including child care, counseling, job development, and

placement. The model is intended to motivate prime sponsors and others to examine their own communities in light of the need for sound care and supervision of small children.

Prime sponsors are encouraged to utilize this information creatively in developing programs of their own or in working with agencies and organizations in the community to provide training, new jobs, and services for children and families.

I. THE FRESH START APPROACH

Overview

Project Fresh Start is an employability development program which encompasses related classroom training, job survival skills, job search skills, counseling, and other special services designed to give work experience far greater impact. The work experience component provides opportunities to tailor employability development to enrollees' basic needs, interests, and abilities while allowing problems to surface that ordinarily might not be revealed in the usual screening process. It includes two separate tracks, providing training for either recreation aide or child care aide. This model discusses the latter.

Project Fresh Start as a CETA training program integrates three types of CETA-allowable program activities into its service delivery model: classroom training, "hands-on" (unpaid on-the-job) work experience, and a number of services, including child care, counseling, and job development. In its first year of operation it offered comprehensive skills training and supportive services to 136 economically disadvantaged women--many of whom were unemployed heads of households residing within the Worcester Manpower Consortium area. Clients were given the choice of becoming child care aides or recreation aides. The 11-week program focused on giving paraprofessional training 5 days a week (from 9 a.m. to 3 p.m.).

The trainees spent three mornings a week for 6 weeks of the session at a mutually agreed upon job-training worksite. Five training cycles were held between April 1977 and September 1978.

Participants were carefully screened and selected for placement in the 6-week hands-on training program, based upon their interests and aptitudes. Each spent a total of 54 hours at a worksite observing and working with children under the supervision of center directors. Following the morning's work experience, trainees returned to the classroom for the afternoon.

Each enrollee received a weekly stipend of \$30 (independent of any other sources of income) to cover transportation, lunches, and incidentals resulting from her participation in the program. A \$5 YWCA membership for 1 year was also provided.

Exemplary features of the project, both in design and implementation, were:

- the opportunity for low-income women to learn a marketable skill free in a motivating environment;

- provision of child care with an active preschool program in a compatible atmosphere;
- a sense of achievement and self-esteem obtained in a relatively short time, while gaining a marketable skill for meaningful employment;
- hands-on training services provided free of charge to the program;
- integration of supportive services through the subgrantee's service system.

Partially due to the last factor, where it was possible to keep administrative expenses of the project at a minimum through multiple use of the project coordinator, the cost for 136 women--including the stipend--averaged \$1,125 per trainee. (Appendix B)

Program Operations

Project Fresh Start's program component consisted of an initial interview and assessment by the project staff, orientation, and an introduction to community services. There were also 30 hours a week of classroom training--in groups of approximately 25--with 9 hours of supervised weekly hands-on training in selected agencies or centers for a total of 54 hours during the training period. Special workshops were arranged during the class sessions to enlarge the participant's scope of knowledge and experience.

The focus was on skills training. For persons choosing child care, studies were in early childhood education, arts and crafts, and lesson planning--all directed at working in a day care, Head Start, or preschool program. Since the ultimate goal was placement, people from different agencies were asked to talk about their programs so the enrollees could get a better feeling of where they might be placed. Red Cross and first aid training were also given the participants.

Supportive Services

Services to enhance the women's participation in skills training included on-site day care for their children ages 2 to 5 and both group and individual counseling. Legal, remedial education, and health services were provided on a referral basis only.

An average of 33 youngsters were cared for daily without costs to the participants in a large nursery room in the YWCA building. The nursery was staffed by two full-time workers who were CETA employees. (The facility is now being developed into a formal day

care center as a result of the experience and demonstrated community need.)

Each enrollee participated in group and individual counseling sessions. These involved a variety of modules including casework and group work models, small group discussions, and role playing. (Appendix C). The purpose of these sessions was to strengthen the enrollees' sense of personal worth and self-confidence, and to give her an understanding of her future vocational choices and employment responsibilities.

Individual counseling started the second week and was provided 1 hour every other week. Group counseling in job readiness skills (interviews, preparing resumes) and on general issues (relationships, problems) were held weekly based on reality therapy and decision-making techniques. Tutoring was made available as the need arose.

While the primary objective of Project Fresh Start was building employability skills, additional personal goals were built into the program aimed at trainees acquiring problem-solving, leadership, and self-confidence skills.

Personal motivation seminars and training emphasizing job orientation, job finding skills, problem solving techniques, and personal concerns were offered regularly to help the participant develop a sense of responsibility and accomplishment. The sessions were also geared toward developing competencies needed for gainful future employment, both meaningful and personally significant. Field trips aimed at enlarging the participant's knowledge of job opportunities were scheduled periodically by the job developer.

In Project Fresh Start, the women had choices such as whether to enter the program, the kind of training to select, and which placement to accept. These were built in as an integral part of the self-improvement and positive image-building facet of the curriculum.

Monitoring and Program Evaluation

The program was monitored by the CETA Administration. A Council Monitoring and Evaluation Committee, working with the staff, reviewed the reports and presented its findings and recommendations to the Manpower Planning Council at a regularly scheduled public meeting. An external evaluation was conducted by the Consortium for Higher Education, using the model developed by the State Manpower Services Council (SMSC) on a 180 day followup basis. This evaluation report was utilized by the Manpower Planning Council and the Worcester Manpower Consortium in the planning and implementation of ongoing and future programs.

The Prime sponsor's staff also conducted ongoing monitoring and evaluation. These studies included both programmatic and fiscal activities and were conducted on an on-site basis. The contractor used a double entry accounting system with account numbers generally utilized by all Health and Welfare Associations.

II. THE PRIME SPONSOR

Background Information

The Worcester Manpower Consortium, located approximately 40 miles west of Boston, Massachusetts, serves as the CETA prime sponsor for the city of Worcester and 13 surrounding towns with a total population of approximately 307,000. The distribution of population ranges from urban to suburban, with about half the population residing in the city of Worcester. Most of the towns have less than 15,000 residents.

The July 1978 unemployment rate for the area was 4.8 percent; for women, it was 4.6 percent. The female labor force participation rate was 55.9 percent compared with 78 percent for males.

Despite their lower participation rate, 1,755 females were served in all CETA programs during the previous year--40 percent of the total number of participants. In the CETA title I training program, an almost equal number of men and women were among the 474 persons enrolled. Whether by coincidence or design, or because many traditional job opportunities may be found among the Worcester area's 550 human and social service agencies, there is a sincere concern for "women's" issues in the operations of the Manpower Consortium. Further, the chairperson of the Manpower Planning Council (MPC) is a woman and community leader highly respected in the area.

Working with the Worcester Area Career Education Consortium (WACEC), the Worcester Manpower Consortium was responsible for developing a program to combat sex stereotyping in occupational choice for economically disadvantaged youth. In September 1978, the State Manpower Services Council provided \$41,735 from the Governor's Youth Grant funds to the CETA prime sponsor for this purpose, titled Project ROSS (Reducing Occupational Sex Stereotyping). The program, conducted by WACEC, is designed to reduce the negative impact of such stereotyping on youth and the employing community through a series of educational and training workshops.

A selected group of young men and women enrolled in Youth Employment and Demonstration Projects Act (YEDPA) projects will be involved together with staff members from community-based organizations, local education agencies, and prime sponsor staff in the youth employment program. The design includes discussion with local employers in nontraditional jobs. WACEC is to develop a comprehensive, replicable training package from the data collected. One basis for seeking the grant was the finding that many females were not registered with any employment and training program, a situation now being corrected.

Characteristics of the Community

The City of Worcester, under a City Manager form of government, follows a policy of not operating programs unless they are for public service employment and vocational education. The vocational education system enjoys a high status in the community, and has strong ties with the private sector. The Career Education and Training Center, a Division of the Worcester Vocational School Department, is 80 percent CETA-funded: \$700,000 in Skills Training Improvement Program (STIP) contracts and another \$700,000 subcontracted directly for vocational services. There is a great demand for classroom training, particularly by title VI public service employees, 30 percent of whom are in human service jobs. Worcester is also a strong union town, although several large companies are nonunion.

The predominant industries in the greater Worcester area are in primary metals--abrasives, forgings, tool and die equipment--and in electronics and computers technology operations. Together with the large number of educational and social service agencies, these account for the largest percentage of total area employment. Traditionally this was a manufacturing community, but small towns such as Spencer, a textile and shoe manufacturing town, were displaced by companies moving to other areas. This left a sprinkling of industrial activity in the areas surrounding the city. The industries are seeking skilled employees and are willing to hire CETA participants. The STIP coordinator has initiated concern and obtained prime sponsor support for fair representation of women in the programs.

The CETA planning office is continually incorporating the latest Division of Employment Security (DES), Women's Bureau, and other Labor Department newsletters and publications into data resource systems. Many women want flexible second-shift jobs or part-time employment, but lack of adequate child care arrangements prohibits them from taking advantage of these opportunities. This is especially true for single heads of households where there is no one present to help out, and wages or stipends during the training period are inadequate to pay for care. Employer-sponsored child care programs could provide an alternative. Also, grants through the new Private Sector Initiatives Program (Title VII of the CETA Reauthorization Act) might become available for companies that are anxious or willing to develop human relations programs in addition to a preference for skills training. According to the CETA coordinator working on the Skills Training Improvement Program, there is great need to sensitize employers to the particular problems of women and minorities in the workplace, and to offer more support and encouragement to these groups to help them realize their human resources potential.

Intake System

A planned central intake system is expected to offer improved linkages between the prime sponsor and women and minorities in the area, since they will no longer have the burden or responsibility of deciding which programs to apply for. Participants who are insecure about making an outreach effort, often due to the multiplicity of agencies they have to deal with, will be able to go to one visible location to register and receive employment direction and services.

As a means of improving the process of serving participants, the prime sponsor is issuing a request for a proposal (RFP) to establish such a centralized intake office. The system will operate under a subcontract with a local agency and will include the Division of Employment Security as a component. Although a purchase of services approach is a fairly uncommon practice, it is consistent with the Worcester Manpower Consortium's procedure and has the support of the Department of Labor and its own MPC which studied the concept through a special task force. The RFP will require a description of recruitment, intake, eligibility determination, selection criteria, orientation, and assessment procedures in current systems utilized by the proposed contractor.

Funding the Project

In accordance with established policy, the prime sponsor invited proposals under title I guidelines for training and services for certain segments of the population within the consortium area, with the ultimate objective of moving the target groups to unsubsidized employment. Following a newspaper announcement of the RFP, a public meeting was held where an analysis of needs was distributed. The Worcester Manpower Consortium recommended at this public hearing that services to women be increased. A step-by-step explanation of the RFP was provided and hand-outs given to responding organizations and agencies with the offer by the prime sponsor of any necessary technical assistance in preparing the RFP in order to meet the deadline. All proposals were subsequently reviewed by staff and the Planning and Review subcommittee of the MPC. At the MPC meeting, reports from staff and its subcommittee were discussed with agencies who were there to clarify points in the proposal. All program operators were given an opportunity to testify. The MPC voted formally on which RFP's would be accepted at the following meeting. The prime sponsor subsequently utilized the proposal as a working document for the contract.

Project Fresh Start was the result of the Worcester YWCA applying for and receiving a contract under this procedure.

III. THE GRANTEE

Organization and Management

The board of directors of the Worcester YWCA was ultimately responsible for the project, since Fresh Start did not have a separate board. A project coordinator operated the program under the general supervision of the YWCA executive director, who originally submitted the proposal to the prime sponsor for Project Fresh Start.

The experience of the Worcester YWCA had shown them that abilities many women acquired in the home--working with their families and neighbors, providing care and nurture--could be the building blocks for marketable skills. The overall program of the grantee made it possible to provide the nursery site for child care, and for community job development, counseling, placement, training, recreation for trainees, workshops, summer camp for children, and a strong support network for the enrollees. Through scholarships, all enrollees became members of the YWCA for 1 year, with access to the recreational facilities and scheduled weekly swim and exercise times that contained social as well as learning experiences.

Structure was an important ingredient in the YWCA approach. The formal classroom setting combined with well-defined community roles and supervised training opportunities made for the project's successful implementation.

Project Staff

Four full-time and 4 part-time persons staffed the project for both recreation and child care aide training. The project coordinator, a full-time YWCA employee, spent 20 hours a week with Fresh Start; a job developer worked a 30-hour week; and 2 nursery aides employed with CETA title VI funding (public service employment) each worked a 35-hour week. The assistant coordinator/counselor, a secretary, and the 2 classroom instructors (one for recreation aide training, the other for child care aide training) were employed full time.

The project coordinator had responsibility for the overall management and development of the project, consulted with the job developer and counselor, maintained community contacts, scheduled periodic staff meetings, and reported to the YWCA executive director and the board on progress.

A strong support system primarily aimed at building self-confidence and personal growth was made possible by the interaction of a highly skilled staff and the participants themselves. The unique qualifications of staff and their sensitivity to the needs of the

client group accounted for the success of the operation. The coordinator (in addition to being a staff member of the subgrantee agency) was required to have experience in human service agencies, while the assistant coordinator/counselor had a background in manpower programs as well as in those agencies. Both had master's degrees in education. Instructors were certified and qualified in areas of designated responsibility. The job developer had a community services background, and the secretary had appropriate training. The staff worked as a team, consulting together on each participant's development.

The assistant coordinator-counselor was responsible for daily implementation of the program and for monitoring the participants' progress. The counselor conducted screening interviews, assessed trainee needs in relation to the program, provided individual and group counseling with program participants, consulted with the job developer regarding appropriate placements and with teachers regarding interaction of the participant with the learning environment. The counselor was required to have a master's degree in counseling and a knowledge of vocational testing. In this program, the same individual performed both tasks of assistant coordinator and counselor.

The job developer carried responsibility for outreach and recruitment, selection of sites and placement for work experience, as well as job development and participant placements. The job developer, along with the other staff members, was crucial to the effectiveness of the program. The success of the enrollee, gauged by her ability to meet the challenge of a work experience, depends heavily upon how well her placement fits her.

The child care aide instructor and the recreation aide instructor were responsible for the classroom training. Each also arranged for briefings by the counselor on the background and aptitudes of every trainee, balanced the classes in both theory and practice for well-rounded aide training, worked cooperatively with YWCA staff in arranging schedules for implementing practical and recreational aspects of the course, arranged for assessment of each trainee's ability in relation to her progress, and planned for individual consultations with those requiring extra help or encouragement. In addition, teachers supervised the work experience placement. The secretary, under supervision of the project coordinator, performed all secretarial duties related to the project.

Future Plans

As a result of the subgrantee's experience over an 18-month period, the YWCA is proposing to modify and expand Project Fresh Start's training potential.

Staff: The coordinator, counselor, and job developer positions would become full time.

Persons to be served: The project proposes to locate, screen, train, and refer 120 women.

Time: The women are to be trained in three cycles of 15-week para-professional courses, including 30 individual or group counseling sessions. A total of 54 work-training hours and 396 classroom hours per participant are to be provided.

Educational Opportunity: A credit course is being developed with Quinsigamond Community College for enrollees.

In addition to child care aide and recreation aide training, a third job option will be made available to enrollees. The special needs aide will be prepared to work with children who have special needs--children who are socially, emotionally and/or physically limited as defined by Massachusetts statutes.

Of the 120 economically disadvantaged women whom they propose to serve, the mix is planned as follows:

- 45--minorities
- 105--unemployed heads of households
- 105--welfare recipients
- 15--under 20 years of age
- 12--over 45 years of age
- 6--ex-offenders
- 9--handicapped
- 1--veteran

Coordination of effort and linkages with other training resources such as other CETA program operations, free services that complement the training curriculum, and linkages with the labor market, will continue.

To serve the new classes, a formal day care center to supplant the nursery program is in the planning stage. It will also accommodate community children as space permits. In addition, the Worcester YWCA aims to work with child care centers to provide care for children in various areas of the community as part of its satellite program. Children of enrollees under CETA and title XX (a program under the Social Security Act which provides eligible individuals and families with social services, including child day care services) could be referred to accredited family day care or group care under the system envisaged.

IV. THE PARTICIPANTS

Profile

Of the 136 participants in Project Fresh Start who were interested in becoming child care or recreation aides, 76 chose to take the child care aide training. Of these, two-thirds (51) were between 22 and 44 years of age. Among the remainder, 2 were under 18, 17 were between 19 and 21, and 6 were between 45 and 54 years of age. Half had not completed high school. While 38 of the trainees were high school graduates, including 6 who had had some college training, an equal number had not completed the 11th grade and 6 of these had less than an 8th grade education. All were economically disadvantaged. Three-fourths (57) were receiving public assistance, 47 of whom were AFDC recipients; 6 received some income from their husbands, and 13 reported no income at all. The majority (53) of the trainees were white, 17 were black, 2 were American Indian, and 4 were Hispanic. Two women were ex-offenders; three were handicapped. Of the 76 enrollees, most (62) were heads of households. All but one was unemployed at the time of entering Project Fresh Start.

Eighty-seven percent of the trainees resided in the city of Worcester. Mini-bus service enabled several of the remaining participants to commute from the surrounding towns, and four enrollees carpooled from outlying areas within the consortium jurisdiction.

Program Results

All the women who completed the program were given opportunities for work in training-related positions. Eight chose to enroll for further education or training to qualify for higher career goals. Of the original enrollees in the two programs, there were 52 successful placements, although 44 others did not get jobs after training. However, 45 women with limited employability who had not been in paid jobs during the previous 5 years were employed after Fresh Start, and 23 others who did hold some kind of job within the 5-year period were able to find work in day care, Head Start, human service agencies, or as teacher aides.

Data obtained from the first child care trainee group showed that 14 of the 25 enrollees were placed in jobs, 4 went on to further training, 2 were unemployed for medical reasons, and 5 sought work at the end of the summer when their children were back in school. There were no dropouts or dismissals.

An analysis of work situations before and after training (Appendix E-1) indicates what happened to 29 of the women who moved into training-related work. Almost all who entered the child care

field had not held a job during the previous 5 years; each was now employed at better than the minimum wage in her new position.

A group of 24 trainees and program graduates who were contacted for their personal evaluation of the program were equally enthusiastic about the positive effect of the Fresh Start experience on their lives. Typical of the comments on the participant questionnaire (Appendix E-2) were:

"My past employment was never well, I had no confidence on account of alcoholism. Never had achieved until now." "Learning much more than expected." "What a program needs is people like you--wanting the people to attend and to achieve." "Project Fresh Start gave me the encouragement and guidance I needed to prepare myself for employment." "My motivation was to further my early childhood education and hope to get a job with the Head Start program, which I did." "I was very satisfied with the experience of attending the program. It was very enriching and useful for me with my job." "I learned how to write a resume and how to work with children. I also became more aware of my own capabilities." "I needed the assurance that I could get up every morning and be prepared to spend the day in the work world."

V. THE TRAINING CYCLE

The flow chart (Appendix F-1) serves as a guide to procedures that were followed during the training program. The following steps were isolated: outreach and recruitment, assessment, intake, selection of participants, orientation, classroom activities, hands-on work experience, graduation and follow up. This section contains information regarding the details of these processes.

Outreach and Recruitment

Immediately at the start of the program, the job developer contacted a variety of human service providers, supplying them with information on Project Fresh Start, the eligibility guidelines, and the methods of application (Appendix F-2). Both direct and indirect methods of outreach were used: newspaper advertisements and other local media, as well as person-to-person recruitments. Recruitment from the surrounding towns was done by concentrated contact with local public service providers and town officials.

A survey of enrollees and graduates indicated that the most frequent sources from which they learned of the project were friends, relatives, neighbors, newspapers, neighborhood centers, adult education programs, CETA, their social workers, nursery schools, and the unemployment office. Recruitment does not appear to have been a problem. Approximately 40 women applied for each program, and at the conclusion of the final training cycle a similar number were already on a list for future classes. The \$30 weekly grant for lunch and transportation was seen as a strong incentive, coupled with personal motivation for a "fresh start."

Intake Procedures

The applicants called the YWCA for an appointment, as required, and an interview was scheduled. Registration took place during the interview, when CETA and Project Fresh Start applications were completed. An oral interview lasting 20 to 40 minutes was held with the program coordinator and the assistant coordinator/counselor. Applicants were notified by mail of their acceptance for the program (Appendix F-3) and provided a schedule for orientation week. They were also given information on the start of child care services. Those not accepted were referred to other programs or placed on a waiting list for the next training cycle.

The intake interview included collection of demographic data, employment and/or skill development history, and determination of the applicant's CETA program eligibility.

Assessment

At the initial interview, applicants' writing, verbal and comprehension skills, sensitivity, and motivation were indicated through the intake forms (Appendixes F-4, F-5). After enrollment, a survey instrument was utilized to assist in determining suitability for either the child care or recreation aide training. By the end of the first week, assessments of individual needs were begun by the program coordinator and the assistant coordinator/counselor. Ongoing testing and evaluation by the classroom instructor and the work-experience supervisor were part of the continuing assessment process. Staff conferences also provided guidance for evaluation.

Orientation

Beginning with a coffee hour during the first week of training, enrollees were given an overview of the theoretical approach and curriculum and the types of supervised hands-on training available. Payroll and grievance procedures were explained. A career interest test was administered to aid enrollees in deciding which training program to select. By the third session, they were given the opportunity to finalize their choice of either child care or recreation aide training. Short lessons and social games served as "ice-breakers."

Classroom Activities

The first 5 weeks were spent in 5-day, 6-hour classroom sessions at the YWCA. During the second 5 weeks, the women were assigned to a worksite for 9 hours each week (Tuesday, Wednesday, Thursday, 9 a.m. to 12 noon). In the afternoon, participants returned to the classroom and shared experiences. These afternoon sessions also provided for peer support. Details of the child care curriculum are included in Appendix F-6.

Classroom skills training involved several phases. Classes in paraprofessional child care leadership activities were formed within each training cycle. The course content was designed by a professionally trained instructor employed by the project to implement the classroom training facet of the program. The curriculum focused on actual skills training in storytelling, creative group play, utilization of equipment, arts and crafts, lesson planning, early childhood education, proper use of teaching materials, nurturing techniques, individual and group play, basic health and nutritional topics, safety and environmental concerns, first aid, and Red Cross training. All training was directed at working in a day care or Head Start program. A mini-course in makeup, poise, and fashion was also incorporated.

Enrollees were exposed to or learned of the availability of a variety of social and community services in the course of their training. About 25 percent of the participants had multiple personal problems. They were informed of available resources in nearby State and local hospitals, rehabilitation centers, and of private physicians and psychiatrists. Field trips were arranged to such places as social service centers, women's centers, the local newspaper, the public schools, and community day care agencies. Workshops and lectures were conducted by many of these agencies. Talks on nutrition were given by the Dairy Council; Cardio-Pulmonary Resuscitation (CPR) training was provided by the Police Department.

Work Assignments

Locations for the "hands-on" work experience were selected according to their suitability as a child care (or recreation) training site. Prior to work assignments, the project staff met and talked with all site supervisors regarding the tasks, expectations, and participant match. Child care aide trainees were offered their choice of training sites based upon the information gleaned from these interviews. As part of their hands-on experience, the trainees were given opportunities to prepare their own lesson plans and "teach" under supervision. Project Fresh Start's child care instructor visited the sites during the period of this work experience to reinforce the training linkage. (Appendixes F-7 and F-8)

The instructor also supervised the participants' hands-on training experience. This constantly provided an opportunity to see if the curriculum was relevant to the employment needs of the participants.

"Hands-On" Work Experience

Once the training phase of the project was begun, the job developer immediately started to contact potential employers. Private, public, school, and church-related organizations involved in recreational child care and educational services were notified of the project's purpose and desire to place successful graduates in jobs. Agencies contacted during recruitment were also solicited as potential employers and training sites; and during the work experience, they provided the necessary staff supervision and evaluation of enrollees' progress. It was not found necessary to undertake any special community education to obtain the openings, and there was no lack of opportunity for placements. A total of 28 facilities, including social service agencies, the school system, and city government, were used for hands-on training sites. Participation by these agencies was totally an in-kind contribution and was estimated to be equivalent to \$10,000 in supervision, workshops, and meeting time.

Agencies supporting the hands-on training experience and placement for the child care aide trainees included the Worcester public schools, the Head Start program, several proprietary and non-profit day care centers, and the Worcester YWCA. The project staff also utilized linkages with many community agencies by providing referral and information services to such agencies and institutions as the Adult Learning Center, Quinsigamond Community and Worcester State Colleges, other CETA title I training programs, and Literary Volunteers. No direct medical, legal, or financial aid was provided by the project.

After the job developer had identified the position and gathered details of requirements and needs from the potential employer, the opening was discussed with the total staff. The position was then described to the enrollees and interviews were arranged with the employer for interested participants. The job developer followed up the interview with a phone call to the employer to learn of the decision.

Employers prepared evaluations of the enrollees' performance, and the enrollee was also required to prepare a daily log of experiences on the job to share with the project staff. Feedback was provided based upon combined self-evaluation, employer comments, and written observations of the classroom teacher during her periodic site visits. (Appendix F-9)

Job vacancy information was coordinated with the participant's skills through weekly individual counseling sessions. The counselor, job developer, and participant regularly reviewed suitable placement activities.

While classroom training was weighted toward theory and teaching techniques, the hands-on experience became an exhilarating chance to test out knowledge, skill, and theory. The agencies and children where the training took place soon began to accept the trainee as part of their own world. By working with the children in small groups under the supervision of a skilled teacher or director, the trainee soon grew in confidence and leadership.

Graduation

A graduation ceremony was held at the conclusion of each training cycle. Broad community support for the CETA-sponsored program was evident in the enthusiastic media coverage and attendance at these events.

Followup

The job developer was responsible for followup services with enrollees. (Appendix F-10) Either personal interviews or telephone contacts were made 30 and 60 days following completion of the training. Tracking project graduates was admittedly difficult, but it was accomplished. The followup sought to establish the degree of meaningful assumption by the graduate of employment skills, regular attendance, satisfaction with her job, feedback on the effectiveness of the training program, and supportive services required by the graduate in finding adequate solutions to job-related problems if any did exist. Followup with employers covered essentially the same areas.

VI. USING THE MODEL

The record shows that participants in the selected programs, with training and supportive services, developed along with marketable skills a spirit of independence and even entrepreneurship. New hope and new careers were able to be constructed based upon the home-making experiences and interests found in many among the target populations and CETA clientele receiving the training.

Philosophy. A basic factor in replication of this program is the program philosophy. As stated in the Fresh Start proposal to CETA, Fresh Start "aims at reducing the costly loss of human potential and developing improved employability status for the untrained woman in the Worcester Manpower Consortium."

To improve the enrollees' employability status, the program emphasis was on paraprofessional human services training. Such training provides a basis for employment and for a future career ladder in education or human services.

The basic philosophy of training for employment was supported by the daily program. While the program offered support and services, it also maintained that each participant, as a unique and important individual, was responsible for her own success in the program. For women who have achieved little success in education or employment experiences and who feel they have little control over their own lives, this responsibility is very important. "Choice" was a key word at Fresh Start. Women were able to choose their training class, their hands-on training site, and many activities within the program. This did not affect class structure, curriculum, or expectations, and enrollees were expected to complete their classroom assignments in order to graduate. The program administrators put much emphasis on the point that each enrollee was treated as a responsible adult and as such was in control of her life and able to make decisions affecting her participation in the program and in her future goals.

Supportive Services. Most participants have multiple problems (day care, transportation, finances, family matters), and such problems can interfere with the training experience. Every effort should be made by program staff to help enrollees solve these problems. Some issues can be resolved within the training program itself. For example, Project Fresh Start provided a nursery service at the YWCA for enrollees' preschool children. Referrals of participants' children were also made to community child care facilities when appropriate.

Another potential problem is transportation, especially in the suburban areas, where public transportation may not be available.

Since few CETA-eligible women or AFDC recipients have access to cars, an alternative system of transportation of trainees must be discussed.

The \$30 a week stipend, paid only for time in the Fresh Start program, was a significant part of the supportive services. This was an allowance to be used for program costs--transportation, lunches, etc.,--and did not affect any public assistance grant. For economically disadvantaged women, an allowance payment is very important.

Proper scheduling is of utmost importance. Most enrollees have school-age children and cannot participate in a program before 8:30 a.m. or after 3 p.m. All activities should be scheduled during program hours, if possible. In addition to classroom and hands-on training, time for individual counseling, group meetings, job development, and relaxation activities should be included on the program schedule.

Counseling services offer enrollees an opportunity to discuss any issues that affect them. Sometimes just talking with the counselor will clarify a situation enough to resolve it. At other times program staff may need to refer the enrollees to an expert in a particular area (mental health, children's services, etc.) for more extensive services. Program staff need to be aware of services in the community and how women can utilize them.

Community Support. Good communication with various community agencies provides the necessary support for the training program. For example, agencies with child-focused activity components are invaluable as hands-on training sites, and often such agencies offer employment opportunities when training is completed. Agency staff can also provide workshops to enrollees as part of the classroom training. For Project Fresh Start, this was entirely an "in-kind" contribution by supporting agencies, with no cost to the program. Educational offices, women's centers, and agencies serving particular needs can also be utilized for special programs in the classroom at no direct cost to the project.

Every community has its network of agencies and organizations--public and private--with a concern for child welfare. These groups administer social service contracts and offer an advocacy arm for increasing the quality and supply of care. A program to prepare individuals for jobs in day care centers and preschool facilities can be operated by existing agencies and organizations under contract with the CETA prime sponsor. Public service organizations, 4C's (Coordinated Community Child Care) programs, the United Way, colleges, the Red Cross, religious charities, women's organizations, and county day care associations are among the many who may wish to develop similar training opportunities for child care work in partnership with their local prime sponsors.

State Directors of Vocational Education and State Supervisors of Vocational Home Economics can assist with development of programs. Junior and community colleges, area vocational-technical schools, adult centers, technical vocational institutes, and other post-secondary educational institutions may also be approached regarding CETA-sponsored activities in this field. Many of them offer training programs for child care and child development occupations utilizing competency-based teaching modules which were developed, field-tested, and disseminated by the U.S. Office of Education and designed for entry-level and advanced-level workers.

Combining CETA-allowable activities with such training programs can open the door to whole new populations of disadvantaged individuals looking for jobs and careers in child care.

APPENDIXES

INTRODUCTION

A-1 Mothers in the Labor Force, by Marital Status of Mother and Age of Children, March 1978. (Table)

A-2 Types of Jobs Identified in Child Care

THE FRESH START APPROACH

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TRAINING CYCLE

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F-2 Recruitment Announcement

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Table 1.--Mothers in the Labor Force, by Marital Status of Mother and Age of Children, March 1978

(16 years of age and over)

Marital status of mother and age of children	Number (in thousands)	Percent distribution	As percent of all mothers in the population
Mothers with children under 18 years	16,147	100.0	52.9
Married, husband present	12,469	77.2	50.2
Never married, widowed, divorced, or separated	3,678	22.8	64.9
Mothers with children 6 to 17 years only	10,334	64.0	60.0
Married, husband present	7,829	48.5	57.2
Never married, widowed, divorced, or separated	2,505	15.5	71.1
Mothers with children under 6 years ^{1/}	5,813	36.0	43.7
Married, husband present	4,640	28.7	41.6
Never married, widowed, divorced, or separated	1,173	7.3	54.5
Mothers with children 3 to 5 years (none under 3) ^{1/}	2,730	16.9	50.4
Married, husband present	2,062	12.9	47.9
Never married, widowed, divorced, or separated	648	4.0	60.6
Mothers with children under 3 years ^{1/}	3,083	19.1	39.1
Married, husband present	2,558	15.8	37.6
Never married, widowed, divorced, or separated	525	3.3	48.5

^{1/} May also have older children.

Source: U.S. Department of Labor, Bureau of Labor Statistics.

Types of Jobs Identified in Child Care

The following areas offer potential for expanded employment of low-income persons in day care related jobs:

Early Childhood

- Day care center slots in licensed facilities
- Family day care providers in homes
- Family day care providers in satellites of day care centers
- Day care aides
- Support aides in health or nutrition services
- Support aides targeted on special groups; for example
(migrant, bilingual children, and handicapped children)
- Institutional day care aides (hospitals, facilities for the
retarded)
- Day care trainers for home-based families
- Aides for special programs for children with learning disabilities
- Day care workers on Indian reservations
- Aides in proprietary day care
- Day care workers in public housing centers

Preschool Care

- Public and private nursery schools, group care
- Infant care centers
- Head Start aides, family life activities
- Busdrivers
- Clerical aides in centers

Extended Day Care

- Child care coordinators of volunteer programs for before and
after school care
- Caregivers in public schools with before or after school
programs
- Part-time workers for day care sessions for before school, after
kindergarten, after school
- Recruiters for child care systems
- Industry day care providers
- Aides in governmental units such as Office of Children in local,
county, regional jurisdictions

APPENDIX B

Cost Analysis

<u>4/1/77-9/30/77</u>	<u>Operating Cost</u>	<u>Stipend</u>	<u>Total</u>
52 enrollees	\$34,602	\$16,740	\$51,342
		Unit cost \$665.42	without stipend
		987.35	with stipend
<u>10/1/77-9/30/78</u>			
84 enrollees	\$70,696	\$31,000	\$101,696
		Unit cost \$841.63	without stipend
		1210.67	with stipend

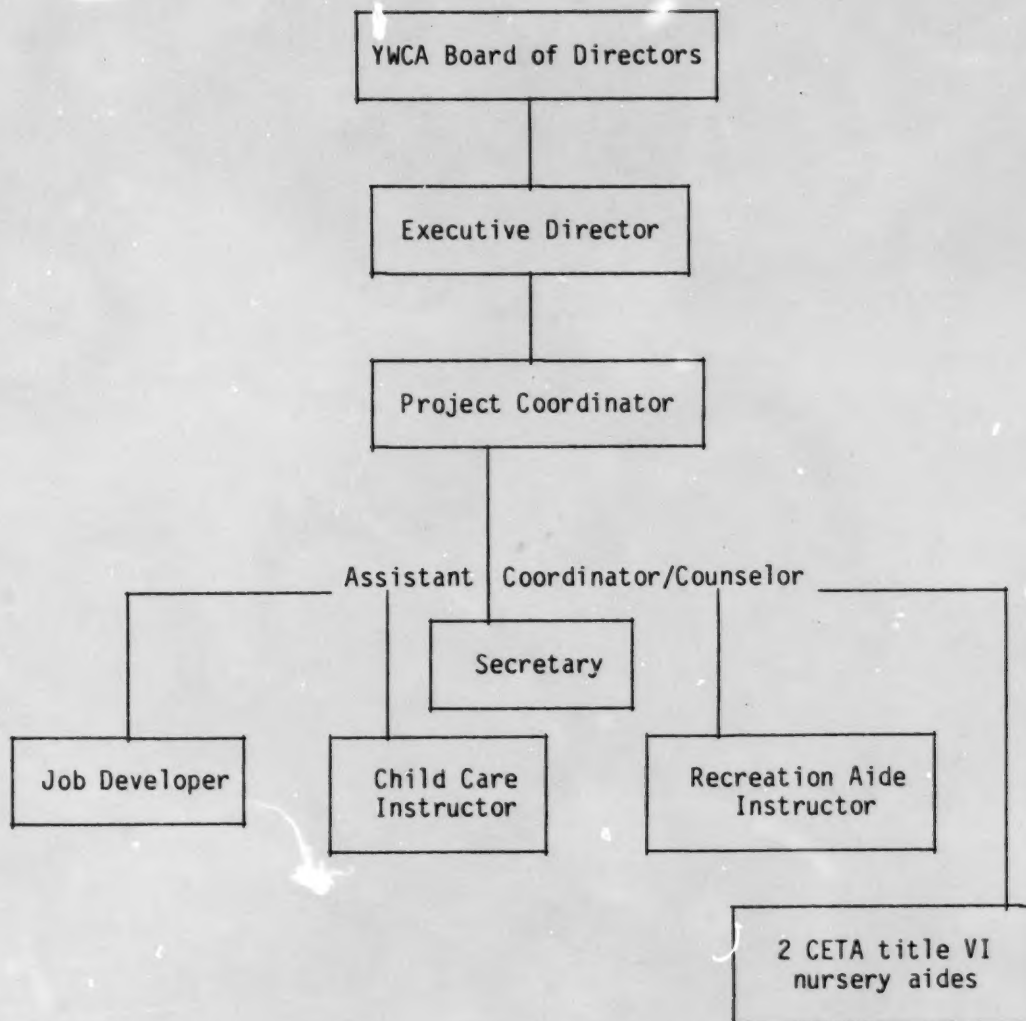
During the five training cycles, a total of 136 enrollees were served at an average unit cost of \$774 without the stipend, or \$1,125 with the stipend.

YWCA
PROJECT FRESH START

Examples of Group Counseling Topics

1. Past experiences as employees, volunteers, and wives/mothers
2. Questions to consider when seeking employment (part-time or full-time, indoor or outdoor, etc.)
3. Applications and cover letter
4. Interviews, Part #1, "Do's and Don'ts"
5. Interviews, Part #2, "Do's and Don'ts"
6. Interviews, Part #3, "Overcoming Problems of Employment"
7. Problems, concerns in training, on-the-job training, etc.
8. Role playing interviews for employment
9. Interpersonal relationships (peers, family, etc.)
10. Values and priorities
11. Decisionmaking

Organizational Chart



APPENDIX E-1

Income Before and After Training

The following table indicates the results of enrollment in Project Fresh Start for 29 participants who found jobs following their graduation from the program.

Number of trainees	Job before training	Job after training	Salary before training	Salary after training
(per hour unless stated otherwise)				
10	None	Child Care Aide	\$0.00	\$ 2.65
2	None	Child Care Aide	0.00	2.85
2	None	Teacher Aide	0.00	80.00 per week
1	None	Teacher Aide	0.00	2.65
3	None	Teacher Aide	0.00	2.50
1	None	Teacher Aide	0.00	2.75
1	None	Teacher Aide	0.00	3.00
1	None	Health Aide	0.00	2.65
1	None	Private Child Care	0.00	25.00 per week
2	Housekeeper	Child Care Aide	2.10	3.00
2	Clerical Worker	Child Care Aide	2.55 15.00 per wk.	3.00 2.50
1	Nurses' Aide	Child Care Aide	2.65	2.65
1	Babysitter	Child Care Aide	2.30	2.50
1	Kitchen Helper	Teacher Aide	2.20	3.10

V. Participant Questionnaire
(confidential, no names)

1. How long have you been in the program?
2. How did you hear about this project and what motivated you to enroll?
3. Were you employed before? If yes, at what? What was your highest salary?
4. Is the program different from what you thought it was going to be? If so, explain.
5. Are you getting all the services you need while you are in the program? (i.e. child care, transportation, etc.)
6. Do you think you will be better able to get a job upon completing the program? Why?
7. Can you recommend any changes in the way the program is set up and/or run? Explain (length of program, staffing, hours of operation, training, etc.).
8. What do you like most and least about the program?

Project Fresh Start Flow Chart

1st Step

Outreach and Recruitment by Job Developer

1. 45 agency contacts
2. Media advertisement
3. YWCA contacts and mailings

2nd Step

Potential Participant Applies for Admission

3rd Step

Intake Interview Applicant with Coordinator and/or Counselor

1. CETA eligibility determined
2. Suitability of project with applicants' needs are reviewed

4th Step

33

Fresh Start's Participants Chosen by Coordinator

1. Eligible applicants are chosen on a first come, first served basis
2. Nonselected applicants are either referred or placed on waiting list for next training cycle

5th Step

Orientation Week for 30 Participants by Project Staff

1. Assessment of participants' needs by project coordinator and/or counselor starts and continues for 11 weeks
2. Counseling sessions with counselor begin
3. Support services start: nursery, transportation, etc.
4. Overview of classroom theory given by instructor
5. Overview of work experience opportunities given by job developer

6th Step

2nd Through 5th Weeks

1. Participants begin classwork: 2 classes--Recreation and Child Care started; 23 hours a week
2. Group counseling started: 2 hours a week
3. Individual counseling continued 1 hour every other week
4. Job development seminars begun
5. Job developer starts search for work employment program sites
6. Lunch break for 1 hour a day

Project Fresh Start Flow Chart (Continued)

7th Step

6th through 10th Weeks

1. The 30 participants spend 9 hours at work experience sites, supervised by instructor
2. Classroom instruction continues for 14 hours a week at the YWCA
3. Counseling services continue at YWCA
4. Job developer and assistant coordinator search for job placements for participants

8th Step

11th Week

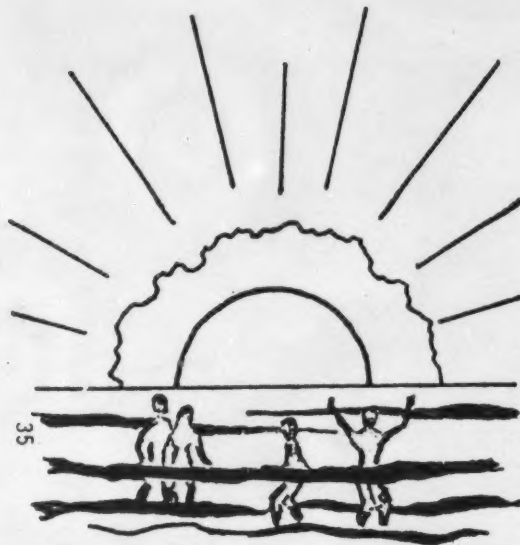
1. Classroom instruction is wrapped up
2. Selection made by participant of job placement or other future goals
3. Graduation ceremony

9th Step

Followup Services

1. Interview 30 days after termination, by job developer with graduate
2. Interview 60 days after termination, by job developer with graduate

PROJECT FRESH START PROGRAM



YWCA
2 WASHINGTON STREET
WORCESTER, MA 01608

A UNITED WAY
PARTICIPATING AGENCY

PROJECT FRESH START

will train

WOMEN who are:

- between ages of 22 and 45 but not limited to
- reside within the Worcester Manpower Consortium
- economically disadvantaged
- interested in Child Care or Recreational Leadership
- also interested in the opportunity for meaningful employment

All participants must be Title I CETA eligible

The 11-week TRAINING PROGRAM includes:

- classes 5 days a week 9:00 a.m. to 3:00 p.m.
- C.P.R. and First Aid Training
- workshop for special education
- basic nutrition classes
- work experience at selected community agencies
- supportive services

APPENDIX F-2

- playroom available for children ages 2 to 5
- job development - placement - follow up
- use of YWCA facilities
- training allowance

TRAINING METHODS

Para-professional Recreational Leadership Class

- theory in recreation and leadership

- teaching of skills in individual and group activities, sports, games, program planning

- activities for all age groups

- lesson planning

Para-professional Child Care Leadership Class

- early childhood educational theories

- child development

- teaching techniques

- practical activities

For further information and interview, call 791-3181, Ext. 57

INFORMATION LETTER

Project Fresh Start
Worcester, Massachusetts 01608

Dear CETA Participant:

We welcome you to one of the many training or employment programs funded by the Comprehensive Employment and Training Act of 1973 (Public Law 93-203) CETA.

Your training and/or employment is paid for with U.S. tax dollars. It is a temporary program that should lead you to a permanent job. The CETA staff will assist you in finding other job opportunities.

As a participant in the programs sponsored under CETA you have certain rights. You also have certain responsibilities. It is important that you know these rights and responsibilities. Therefore, we ask that you take time to read the provisions below.

1. All participants must receive equal opportunities. You cannot be discriminated against because of race, creed, color, handicapped status, national origin, sex, age, or political affiliation or belief.

2. Participants cannot be involved in political activities during working hours. You may not be assigned to work for or on behalf of a partisan political activity, or take part in voter registration activities. This includes trying to influence elected officials, collecting funds, making speeches, assisting at meetings, ringing doorbells, or distributing political pamphlets. Participants may voluntarily take part in such activities outside of work hours. However, you should not identify yourself as an employee/trainee of CETA.

3. CETA participants must be treated the same as other employees where they work or train. This includes working conditions (such as pay, assignments, transfers, etc.), fringe benefits and chances for promotion.

4. The place you work or train should be safe and clean at all times.

5. Hiring and promotion should be based on your ability to do the job, not on your political affiliations or belief.

If you feel that you are not being treated fairly, you should talk to your supervisor or instructor. If you cannot solve the problem at that time, contact:

Program Director
2 Washington Street
Worcester, MA 01608
791-3181, ext. 57

If you do not agree with the solution, the program director will discuss with you the additional steps you can take. You will be told that you have a right to appeal the final decision of this office to the United States Department of Labor. A copy of the entire procedure is attached.

If you feel that you have been discriminated against on the basis of race, creed, color, handicapped status, national origin, sex, age, or political affiliation or belief, you can contact the program director or you can file a complaint directly to the Regional Office of the U.S. Department of Labor at the following address:

Regional Administrator
Employment and Training Administration
U.S. Department of Labor
John F. Kennedy Federal Building
Room 1707
Boston, MA 02203
Telephone No. (617) 223-2952

I have read and had explained to me the above information and I have been provided a copy for my own use.

PARTICIPANT: _____ DATE _____

COUNSELOR: _____ DATE _____

PROGRAM DIRECTOR: _____ DATE _____

**YWCA PROJECT FRESH START
EMPLOYABILITY PLAN**

DATE: _____

Name: _____

Telephone No. _____

Address: _____

Birth date: _____

Educational Level: _____

Date Enrolled in FSP: _____ Class: _____

Have you attended any other training program? Yes ___ No ___ Where? _____

Did you complete the course? Yes ___ No ___

Do you have any skills? Yes ___ No ___ If yes, what kind? _____

Previous work experience: _____ Date _____ Salary _____

_____ Date _____ Salary _____

_____ Date _____ Salary _____

Are you interested in full-time or part-time employment? _____

What kind of work? _____

Are there any limitations on hours for employment? _____

Is transportation a problem? Yes ___ No ___

Are child care arrangements necessary? Yes ___ No ___

Do you have a driver's license? Yes ___ No ___ Class _____

Are you willing to work out of Worcester? Yes ___ No ___

Please add additional information: Hobbies, Volunteer Organizations that you belong to, clubs or special abilities. _____

Employability Goal: _____

Employability Plan: _____

Signature: _____

FPS Staff

Signature: _____

Participant

JOB DEVELOPMENT DATA

Name: _____

Address: _____

Birthdate: _____

Telephone #: _____

Are you interested in full-time or part-time employment? _____

If yes, at what salary do you expect to start? _____

What kind of work? _____ What kind of training? _____

Do you have any skills? Yes ___ No ___ If yes, what kind? _____

Have you attended any other training program? Yes ___ No ___ If yes, did you
complete the course? Yes ___ No ___ Were you job placed? Yes ___ No ___ If job placed,
Where? _____

Are there limitations on hours for employment? _____

Is transportation a problem? Yes ___ No ___

Are child care arrangements necessary? Yes ___ No ___

Do you have a driver's license? Yes ___ No ___ Class _____

Are you willing to work out of Worcester? Yes ___ No ___

Were you referred from another agency? Yes ___ No ___ If yes, where? _____

Please add additional information: Hobbies, Volunteer Organizations that
you belong to, clubs or special abilities. _____

Signature: _____

Child Care Aide---Curriculum Description

I. General Background in Early Childhood Education

A. History of Early Childhood Education

1. Roots back to the beliefs of the philosophers, Comenius, Rousseau, and Pestolozzin in the Middle Ages.
2. Frederick Froebel's initial approaches for instructing young children
 - a. techniques
 - b. philosophy
3. Establishment of public nursery schools and kindergartens in the U.S.A.
4. Influences of Montessori and MacMillan
5. Origination of Head Start

B. General Goals of Early Childhood Education

1. Development of maximum individual potential
2. Overall development of child
 - a. Specific areas
3. Supplement the home
4. Prevention
5. Facilitate intellectual development

C. General Philosophy of Early Childhood Education

II. Early Childhood Programs

A. Montessori Method

1. History
2. Philosophy and goal

3. Curriculum and techniques

B. Day Care Method

1. History

2. Goal

3. Curriculum

C. Head Start Program

1. History

2. Philosophy and goals

3. Curriculum

4. Followup studies

D. Nursery School Programs

1. History

2. Private programs, university programs

E. Compensatory Programs for the Disadvantaged

1. History

2. Philosophy and goals

3. Curriculum

III. Elements of Preschool Program

A. Classroom Set Up

1. Learning centers

B. Classroom Materials

1. Commercial

2. Homemade

C. Classroom Influence on Child

IV. Teaching Techniques

- A. General Characteristics Needed by a Teacher
- B. Role of an Aide in a Preschool Program
- C. Teaching Skills Which Promote Learning
- D. Skilled Ways of Talking With Children
- E. Skilled Ways of Acting With Children
- F. Helpful Suggestions for Meeting Behavior Problems

V. Child Development

- A. Prenatal Development
 - 1. Influences on development
- B. Development During Infancy and Early Childhood
 - 1. Thinking
 - 2. Language
 - 3. Body expression
 - 4. Social play and responsiveness
 - 5. Self-awareness
 - 6. Emotions

*Heavier concentration on the 2, 3, 4, and 5 year old.

VI. Specific Development Skills Acquired by Children

- A. Speaking
- B. Listening
- C. Following Directions
- D. Self-Control
- E. Persistence
- F. Task Completion

G. Large and Fine Motor Skills

H. Creative Ability

I. Discrimination Skills

1. Auditory

2. Perceptual

3. Tactile

*Followed by specific activities for developing each skills area

VII. Practical Skills

A. Art

B. Music

C. Movement

D. Language Arts

*Includes specific activities in each area and specific teaching skills to promote development.

VIII. Readiness Development

A. Pre-Reading

B. Pre-Math

C. Color Recognition

D. Science

E. Social Studies

*Includes progressive stages of readiness in each area and specific activities for acquisition, both commercial and handmade.

IX. Introduction to Learning Disabilities

A. Defining of Specific Disabilities

B. Ways to Remediate

X. Observational Techniques

*Class schedule also includes field trips, films, guest speakers (including presentations), and medical techniques such as first aid and safety

(LETTER TO JOB SITE EMPLOYER)

Young
Women's
Christian
Association

2 Washington Street
Worcester, Mass. 01608
Phone 791-3181

Dear

This is to confirm that (Instructor's Name)
will be tne on the job training site to observe (Enrollee's Name),
enrollee of Project Fresh Start.

Enrollees are available to participate in your program Tuesday,
Wednesday, and Thursday mornings from 9:00 a.m. to 12 noon, beginning
November 15, 1977 to December 22, 1977. With your permission, the
Fresh Start instructor will visit the training site during this time.

We appreciate your support of our program and hope the
experience will be mutually beneficial. Please call if any problems
or questions arise.

Sincerely yours,

Project Coordinator

Assistant Coordinator/Counselor

ENROLLEES' WORK EXPERIENCE INSTRUCTIONS

Weeks 1 and 2

OBSERVE:

Clients
 Daily schedule
 Supervisor's techniques
 Organization of activities
 Discipline

Help out as much as possible.

Participate as much as possible.

Discuss clients' needs with supervisor to better understand them.

Discuss the supervisor's expectations of you (any restrictions).

Weeks 2 through 7

Try to plan with the supervisor or with her permission, daily activities, such as stories, games, art activities.

Do the preliminary planning.

Discuss the plan with the supervisor.

Plan a week ahead--on Thursday. Discuss what will be done on the following Tuesday, Wednesday, and Thursday, with the supervisor.

Prepare two lesson plans--one for you and one for your supervisor.

DAILY LOG

We ask that you write a daily log--a diary--of your daily work experiences.

The log is to be passed in on Fridays so that we can go over them on the weekend and pass them back to you on Monday. Written comments will be included.

Please follow this format for each entry:

NAME:

DATE:

WORK SITE:

Write about your observations, your participation, your feelings, your reactions, your successes, your flops. Talk about your reactions, and feelings--honestly. These logs will not be shown to anyone. What you write is confidential.

TEACHER'S PROGRESS REPORTS
FOR ON-HANDS WORK EXPERIENCE

Name _____

I. Personal Qualities

A. <u>Interpersonal Relationships</u>	5/20	5/27	6/3	6/10
1. <u>Staff</u>				
2. <u>Peers</u>				
3. <u>Children</u>				
B. <u>Punctuality</u>				
C. <u>Appearance</u>				
D. <u>Attendance</u>				
E. <u>Creativity</u>				
F. <u>Leadership Ability</u>				

II. Performance in Class

A. <u>Attention</u>				
B. <u>Academic Growth</u>				
C. <u>Participation</u>				
D. <u>Development of Knowledge</u>				

Comments:

Instructor's Signature

S = Satisfactory
I = Needs Improvement
U = Unsatisfactory

APPENDIX F-10

FOLLOWUP FORM		DATE	
		MC	DAY YR
I. GENERAL FOLLOWUP DATA		Followup Interval 30 day ☐ 60 day ☐ 180 day ☐ other ☐	
1. NAME (Last, First, Middle Initial)	2. Social Sec. #	3. Home Phone	4. Work Phone
5. HOME ADDRESS	6. CITY OR TOWN	7. STATE	8. ZIP CODE
9. TYPE OF TERMINATION Direct ☐ Indirect ☐ Other Positive ☐ Non-pos. ☐		10. FORMER CLIENT'S CURRENT STATUS Employed ☐ Unempl. ☐ Not in L.F. ☐	
11. JOB PLACEMENT DATA	11. TYPE OF METHOD FOR FOLLOWUP Mail ☐ Telephone ☐ Personal ☐	12. EMPLOYER'S NAME	
13. ADDRESS	14. CITY OR TOWN	15. STATE	16. ZIP CODE
17. SITUATION OF FORM. CLIENT Employed ☐ Discharged ☐ Quit ☐	18. IF EMPLOYED Hrly. Wage Start: \$ Present: \$	19. IF DISCHARGED Date of Disch. Reason (check appro boxes) ☐ Unsatisfactory Job Performance ☐ Excessive Absenteeism ☐ Disciplinary Reasons ☐ Non-Performance	20. IF QUIT Date Quit Reason (check appro. boxes) ☐ Personal Reas. Not Related ☐ Personal Reas. Job Related ☐ To Take Other Employment ☐ Return to School
21. FORMER CLIENT'S PERCEPTION OF JOB OBTAINED			
22. FORMER CLIENT'S RECOMMENDATIONS OF SERVICE QUALITY AND TRAINING CONTENT			
23. EMPLOYER'S PERCEPTION OF THE FORMER CLIENT			
24. EMPLOYER'S RECOMMENDATIONS OR COMMENTS ON TRAINING CONCEPT			
25. IF CLIENT IS EMPLOYED ELSEWHERE - NAME AND ADDRESS OF NEW EMPLOYER		26. OCCUPATION AND WAGE	
III. OTHER POSITIVE FOLLOWUP DATA		27. TYPE OF OTHER POSITIVE TERMINATION Other CETA Program ☐ School ☐ Military ☐	
28. IF OTHER CETA PROGRAM NAME:	29. IF FORMER CLIENT HAS BEEN TERM., TYPE OF TERM. ☐ Entered Employment ☐ Other Positive ☐ Non-Positive		
30. IF ATTENDING SCHOOL NAME:	31. IF CLIENT TERM. FROM SCHOOL SITUATION ☐ Employed ☐ Unemployed ☐ Not in L.F.		32. IF EMPLOYED Hrly. Wage \$
IV. NON-POSITIVE FOLLOWUP DATA		33. FORMER CLIENT'S SITUATION ☐ Employed ☐ Unemployed ☐ Not in L.F. ☐ Return to CETA ☐	
34. IF EMPLOYED, NAME AND ADDRESS OF EMPLOYER		35. OCCUPATION	36. HOURLY WAGE
37. IF UNEMPLOYED, IS THE INDIVIDUAL RECEIVING Unemployment Insurance ☐ Cash Welfare Payments ☐ Other Public Assistance ☐			
38. IF THE INDIVIDUAL WAS RETURNED TO CETA NAME OF PROGRAM:		TYPE OF TRAINING:	
39. SIGNATURE:			